

St Marys C of E Primary School		Our School Offer	
Communication and Interaction (inc Autistic Spectrum Condition)	Cognition and Learning (inc Dyslexia, Dyscalculia and Dyspraxia)	Sensory and/or Physical (inc disabilities)	Social, Mental and Emotional Health (inc ADHD)
Universal Provision	Universal Provision	Universal Provision	Universal Provision
<ul style="list-style-type: none"> <li>○ Flexible teaching arrangements</li> <li>○ Structured school and classroom routines</li> <li>○ Warning of change</li> <li>○ Differentiated curriculum delivery e.g. simplified language</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Increased visual aids/modelling</li> <li>○ Visual timetables</li> <li>○ Small world play and role play</li> <li>○ Repetition/clarification of instructions</li> <li>○ Role play situations/Drama</li> <li>○ 'Show and tell' / speaking opportunities</li> <li>○ Vocabulary on display in all classrooms</li> </ul>	<ul style="list-style-type: none"> <li>○ Differentiated tasks</li> <li>○ Differentiated delivery if needed e.g. simplified language, slower lesson pace, supportive sheet for recording</li> <li>○ Repetition/clarification of instructions</li> <li>○ Additional processing time</li> <li>○ Scaffolding eg writing frames</li> <li>○ Differentiated output or outcome e.g. use of ICT, fewer sentences</li> <li>○ Increased visual aids/modelling etc.</li> <li>○ Visual timetables</li> <li>○ Alphabet, word and number charts, mats, banks etc.</li> <li>○ Use of puzzles and games</li> <li>○ Talk for Writing</li> <li>○ Illustrated dictionaries</li> <li>○ Ensuring age-appropriate content in reading material available</li> <li>○ Weekly spelling lists</li> <li>○ Visual writing aids eg Use of story boards, story maps</li> <li>○ Use of highlighting, visual thinking and mnemonics to support working memory and processing</li> <li>○ Key vocabulary displayed</li> <li>○ Literacy Working Wall</li> <li>○ Numeracy Working Wall</li> <li>○ Exemplars on display in all classrooms to show next steps</li> <li>○ Access to 'concrete' maths equipment in all year groups.</li> <li>○ Wide variety of After School Clubs</li> </ul>	<ul style="list-style-type: none"> <li>○ Flexible seating arrangements</li> <li>○ Handwriting/fine motor control group</li> <li>○ Construction</li> <li>○ Tools and Materials e.g. brushes/pencils, collage</li> <li>○ Range of equipment &amp; opportunities for balancing, exploring etc.</li> <li>○ Sand and water play</li> <li>○ Provision of left handed equipment</li> <li>○ Written /picture and symbol signs for class labels in classes</li> <li>○ Wide variety of After School Sports Clubs</li> </ul>	<ul style="list-style-type: none"> <li>○ Trauma-Informed School</li> <li>○ Allocation of Trusted Adult</li> <li>○ Thrive</li> <li>○ Whole school behaviour for learning policy</li> <li>○ Positive behaviour strategies</li> <li>○ Structured school and classroom routines</li> <li>○ Positive reward system</li> <li>○ Involvement in after school clubs</li> <li>○ Individual job and responsibility</li> <li>○ Support of lunchtime supervisors at lunchtime</li> <li>○ Visual timetables</li> <li>○ Use of first hand experiences to inspire learning</li> <li>○ Use of symbols</li> </ul>

<b>Communication and Interaction (inc Autistic Spectrum Condition)</b>	<b>Cognition and Learning (inc Dyslexia, Dyscalculia and Dyspraxia)</b>	<b>Sensory and/or Physical (inc disabilities)</b>	<b>Social, Mental and Emotional Health (inc ADHD)</b>
<b>Targeted Provision (Additional and Different Individual or Small group)</b>	<b>Targeted Provision (Additional and Different Individual or Small group)</b>	<b>Targeted Provision (Additional and Different Individual or Small group)</b>	<b>Targeted Provision (Additional and Different Individual or Small group)</b>
<p>Speech and Language small group intervention</p> <ul style="list-style-type: none"> <li>○ Role allocation during small group work</li> <li>○ Lego therapy if needed</li> </ul>	<ul style="list-style-type: none"> <li>○ Additional adult support for literacy</li> <li>○ Additional adult support for Numeracy</li> <li>○ Visual/auditory perception group activities</li> <li>○ Differentiated resources</li> <li>○ Multi-sensory letter work &amp; spelling programmes</li> <li>○ Group use of ICT programmes eg Nessy</li> <li>○ Small group phonics in KS2</li> <li>○ Word mats</li> <li>○ Small group Working Memory Intervention</li> <li>○ Small group or Phonological Awareness Intervention</li> </ul>	<ul style="list-style-type: none"> <li>○ Fine Motor skills programme if needed</li> <li>○ Gross Motor skills programme if needed</li> <li>○ Additional adult support in PE/dance/games if needed</li> <li>○ Differentiated PE resources</li> <li>○ spider balls, balloon balls etc.</li> <li>○ Individual Sensory 'diet'</li> </ul>	<ul style="list-style-type: none"> <li>○ Small group Nurture in the mornings to develop emotional and social Well-being</li> <li>○ Access to a trusted adult</li> <li>○ Draw and Talk</li> <li>○ 1:1 thrive activities</li> </ul>

<b>Communication and Interaction (inc Autistic Spectrum Conditions)</b>	<b>Cognition and Learning (inc Dyslexia, Dyscalculia and Dyspraxia)</b>	<b>Sensory and/or Physical (inc disabilities)</b>	<b>Social, Mental and Emotional Health (inc ADHD)</b>
<u>Specialist Provision (Individual)</u>	<u>Specialist Provision (Individual)</u>	<u>Specialist Provision (Individual)</u>	<u>Specialist Provision (Individual)</u>
<ul style="list-style-type: none"> <li>○ Individual Speech therapy Care Plan, goals set by Speech Therapist.</li> <li>○ Access to Individual work station if required</li> <li>○ Individual transition programme</li> <li>○ Social stories</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessments</li> <li>○ Referral to Wave Project if required</li> <li>○ Referral to Music Therapy if required</li> </ul>	<ul style="list-style-type: none"> <li>○ Pre-teaching of class learning</li> <li>○ Reinforcement practice of class learning</li> <li>○ Additional adult support focused on Individual Provision Map outcomes</li> <li>○ Individual access arrangements including for SATs (eg additional time; scribe; reader; transcribe)</li> <li>○ Additional arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Task board</li> <li>○ Coloured overlays</li> <li>○ Alternative methods of recording eg Talk to Text on Laptop; use of scribe; word processing</li> </ul>	<ul style="list-style-type: none"> <li>○ Sensory Care Plan set by Occupational Therapist</li> <li>○ Individual planning and arrangements for transition</li> <li>○ Outside agency advice</li> <li>○ Individual risk assessment</li> <li>○ Individual intimate care plan</li> <li>○ Stress/ 'fiddle' sensory aids</li> </ul>	<ul style="list-style-type: none"> <li>○ Family support via referral</li> <li>○ Individual reward/sanction systems</li> <li>○ Individual Behaviour Plan</li> <li>○ Playtime monitoring/additional adult</li> <li>○ Referral to specialist Counselling eg CLEAR; Susie Project; Penhaligon's Friends</li> <li>○ Home school liaison book</li> <li>○ Additional transition arrangements</li> <li>○ Individual risk assessments</li> <li>○ Planned used of physical positive handling</li> <li>○ Referral to CAMHS</li> <li>○ Referral to access specialist provision eg Forest School;</li> <li>○ Referral to Wave Project</li> </ul>